

District Curriculum Document

This is to be created at the district level using teacher teams

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> 1. Properly managing stress and expressing emotions can benefit overall health. <i>What is the difference between positive and negative stress (eustress and distress)? What are some potential benefits and disadvantages of stress? What are some proper ways to express your emotions? Why is it important to manage stress and emotions?</i> 2. Bullying is repeated and unwanted, aggressive behavior that involves a real or perceived power imbalance. <i>What are the different types of bullying? (Verbal, Social and Physical). What are some examples of each type of bullying? What are some resources within the school and/or community that are available to victims? What is the difference between and upstander and a bystander?</i> 3. A balance of social, emotional and physical health promotes wellness. <i>What is balance? How is your health impacted when you are not in balance? How do you recognize when you are out of balance? How can you get back into balance?</i> 	<p>Standard 1 Core Concept: Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Explain how stress affects social, emotional and physical health. 2. Demonstrate proper responses to a bullying situation. 3. Explain the relationship between social, emotional and physical health.
Supporting Standards		
<ol style="list-style-type: none"> 1. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. (3-5.H.7.1.2) 2. Analyze when assistance is needed when making a health-related decision. (3-5.H.5.1.2) 3. Describe how the school and community can support personal health practices and behaviors. (3-5.H.2.1.4) 4. Effective communication fosters healthy relationships. (Standard 1 Core Concept) 5. Focusing on your strengths and improving your weaknesses can have a positive impact on your self-esteem. (Standard 1 Core Concept) 6. Identify examples of emotional, intellectual, physical, and social health. (3-5.H.1.1.2) 7. Describe ways in which a safe and healthy school and community environment can promote personal health. (1.1.3) 8. Explain how media influences thoughts, feelings, and health behaviors (3-5.2.1.5) <ul style="list-style-type: none"> • Recognize the impact that social media can have on your mental, social and emotional health. <ul style="list-style-type: none"> ○ Fear of being left out or missing out ○ Setting unrealistic expectations ○ Impact on self-image and/or self-esteem 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: explain, identify, response, relationship, manage, benefits, disadvantages, express, perceived, imbalance, resources, promote, balance</p> <p>Content: stress, social health, emotional health, physical health, bullying, emotions, eustress, distress, verbal bullying, social bullying, physical bullying, community, victim, bystander, upstander, wellness, peer</p>		

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<ol style="list-style-type: none"> Advocacy leads to the effective use of refusal skills lowering the risk of substance abuse. <i>What are different ways to say no to drugs? Why are refusal skills important? What is an advocate? How can you be an advocate in your school, home or community? What are the four steps of Advocacy?</i> <ol style="list-style-type: none"> Choose a healthful action to communicate Collect information about the action Decide how to communicate the information Communicate your message to others 	<p>Standard 1 Core Concept: Alcohol, Tobacco, Other Drugs – The use of alcohol, tobacco, and other drugs has major implication in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, and prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.</p> <p>Express opinions and give accurate information about health issues. (3-5.H.8.1.1)</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Demonstrate refusal skills that avoid or reduce health risks. (3-5.H.4.1.2) Make a claim about the misuse and abuse of alcohol, tobacco or other type of drugs and support it with evidence. Encourage others to make positive health choices. (3-5.H.8.1.2)
Supporting Standards		
<ol style="list-style-type: none"> Setting and pursuing positive goals is one way to avoid substance misuse and abuse. (Standard 1 Core Concept) Understand the role drug abuse can play in a person's life and the lives of their family and friends. (Standard 1 Core Concept) Understand different types of illegal drugs (depressants, stimulants, hallucinogens, inhalants) and their effects on the body. (Standard 1 Core Concept) Describe how the family influences personal health practices and behaviors. (3-5.H.2.1.1) Identify how peers can influence healthy and unhealthy behaviors. (3-5.H.2.1.3) Locate resources from home, school and community that provide valid health information. (3-5.H.3.1.2) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: demonstrate, avoid, reduce, express, opinion, accurate, encourage, effective, risk, pursuing, influences, resources</p> <p>Content: Advocacy, refusal skills, substance abuse, advocate, illegal drugs, depressants, stimulants, hallucinogens, inhalants, personal health practices, alcohol, tobacco</p>		

****Note** - A reference to the types of illegal drugs will be included in the 5th grade curriculum only (i.e. depressants, stimulants, hallucinogens and inhalants). Any student-generated questions will be answered in a factual manner.

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<ol style="list-style-type: none"> Food labels give dietary guidelines. <i>What information can you find on a food label? What is a dietary guideline?</i> Setting personal health goals related to nutrition and physical activity enhance wellness. <i>Why are setting health goals important?</i> Balancing physical activity and caloric intake is important to maintaining a healthy weight. <i>What is the relationship between being physically active and maintaining a healthy diet?</i> 	<p>Standard 1 Core Concept</p> <p>To learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> Analyze and interpret food labels. Create a personal health goal relating to nutrition and physical activity. Compare and contrast the importance of caloric intake and activity.
Supporting Standards		
<ol style="list-style-type: none"> Describe the relationship between healthy behaviors and personal health. (3-5.H.1.1.1) Describe the impact of health behaviors on body systems. (3-5.H.1.1.6) Describe how the family influences personal health practices and behaviors. 3-5.H.2.1.1) Identify characteristics of valid health information, products, and services. (3-5.H.3.1.1) Choose a healthy option when making a decision. (3-5.H.5.1.5) Describe the outcomes of a health related decision. (3-5.H.5.1.6) Set a personal health goal and track progress toward its achievement; evaluate results of decision. (3-5.H.6.1.1) Identify resources to assist in achieving a personal health goal. (3-5.H.6.1.2) Identify responsible personal health behaviors. (3-5.H.7.1.1) Describe options for healthy food preparation. (Standard 1 Core Concept) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: analyze, describe, identify, create, interpret, evaluate</p> <p>Content: food labels, dietary guidelines, healthy behaviors, healthy diet, physical activity, caloric intake, goals, nutrition, progress, maintaining, achieve, decision, preparation , influence, valid</p>		

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Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. A safe environment and readiness to deal with emergency situations contribute to wellness. <i>What are potential dangers in the home? What are the proper CPR protocols? When would you use CPR? What are proper responses to the following emergency situations? (i.e. broken bones, deep wounds, neck/back injury, and choking).</i></p> <p>2. It is important to use safe and responsible practices while interacting with social media. <i>What is social media? What are safety practices to keep in mind when using social media?</i></p>	<p>Standard Concept 1 Unintentional and intentional injuries rank among the greatest threats to the health of youth. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help prevent many injuries.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> 1. Analyze potential dangers in the home. 2. Explain proper procedures used in emergency first aid situations (i.e. broken bones, deep wounds, neck/back injury, hands-only CPR, choking). 3. Explain the risks associated with using different forms of social media.
Supporting Standards		
<ol style="list-style-type: none"> 1. Describe when it is important to seek health care. (3-5.H.1.1.5) 2. Explain how media influences thoughts, feelings, and health behaviors. (3-5.H.2.1.5) 3. Describe ways that technology can influence personal health. (3-5.H.2.1.6) 4. Locate resources from home, school, and community that provide valid health information. (3-5.H.3.1.2) 5. Demonstrate how to ask for assistance to enhance personal health. (3-5.H.4.1.4) 6. Analyze when assistance is needed when making a health-related decision. (3-5.H.5.1.2) 7. Encourage others to make positive health choices. (3-5.H.8.1.2) 		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p>Academic: analyze, identify, demonstrate, describe, explain, locate, encourage</p> <p>Content: dangers, risks, social media, CPR, protocols, technology, response, preparedness, injuries, consequences, emergency response, violence, choices, readiness, interact, influence, health behaviors, assistance, personal health, decision</p>		